DOCUMENT RESUME

ED 406 797 EC 305 499

AUTHOR	Sabornie, Edward J.; deBettencourt, Laurie U.
TITLE	Teaching Students with Mild Disabilities at the Secondary Level.
REPORT NO	ISBN-0-02-404991-3
PUB DATE	97
NOTE	383p.
AVAILABLE FROM	Merrill/Prentice Hall, One Lake Street, Upper Saddle River, NJ 07458.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adolescents; Behavior Disorders; Behavior Modification; Career Education; Educational Strategies; Inclusive Schools; *Interpersonal Competence; Learning Disabilities; *Mathematics Instruction; Mental Retardation; *Mild Disabilities; Postsecondary Education; *Reading Instruction; Secondary Education; Skill Development; Student Characteristics; Study Skills; *Writing Instruction
IDENTIFIERS	Social Skills Training; Transition Time

ABSTRACT

This textbook describes instructional methods designed to address the learning and behavioral problems typical of adolescent learners with learning disabilities, behavioral disorders, and mild mental retardation. Part 1 provides an overview of special education and adolescents and includes chapters on programming for adolescents with mild disabilities, characteristics of adolescents, and characteristics of secondary-level students with mild disabilities. Part 2 focuses on instructional methods and includes information on effective instruction and behavior management techniques, reading instruction for adolescents with mild disabilities, written language instruction, teaching mathematics to adolescents with mild disabilities, cognitive strategy training and study skills instruction, and social skills instruction. Part 3 discusses current and future instructional issues, including improving adaptability of adolescents with mild disabilities in secondary classrooms, transition-related instruction, and the education of students with mild disabilities in postsecondary programs. Chapters begin with a list of chapter objectives and end with a summary of key points and a list of key terms. Each content area chapter addresses how teachers of adolescents with mild disabilities can use the material in general education classrooms in addition to special education settings. An appendix includes addresses of resource organizations, related texts, college guides, classroom resources, and videos. (Each chapter includes references.) (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****